

**Michigan Department of Education  
PHYSICAL EDUCATION ALIGNMENT RECORD**

<b>Kindergarten</b>			
<b>Expectations</b>	<b>District Curriculum</b>	<b>Time Spent</b>	<b>Notes/Comments</b>
<b>Motor Skills and Movement Patterns: Movement Concepts</b>			
<b><i>Space Awareness</i></b>			
<b>M.MC.00.01</b> demonstrate limited elements of space awareness movement concepts for location (e.g., self-space) in isolated settings.			
<b>M.MC.00.02</b> demonstrate limited elements of space awareness movement concepts for directions (e.g., up/down and forward/backward) in isolated settings.			
<b>M.MC.00.03</b> demonstrate limited elements of space awareness movement concepts for levels (e.g., low and high) in isolated settings.			
<b>M.MC.00.04</b> demonstrate selected elements of space awareness movement concepts for pathways (e.g., straight and curved) in isolated settings.			
<b>M.MC.00.05</b> demonstrate selected elements of space awareness movement concepts for extensions (e.g., large/small) in isolated settings.			
<b><i>Effort</i></b>			
<b>M.MC.00.06</b> demonstrate selected elements of effort movement concepts for time (e.g., fast/slow) in isolated settings.			
<b><i>Relationships</i></b>			
<b>M.MC.00.09</b> demonstrate elements of relationship movement concepts of body parts (e.g., round, narrow, wide, and symmetrical) in isolated settings.			
<b>M.MC.00.10</b> demonstrate selected elements of relationship movement concepts of objects and/or people (e.g., over/under, on/off, and in front/behind) in isolated settings.			

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<b>Motor Skills and Movement Patterns: Movement Concepts</b>			
<i><b>Relationships, continued</b></i>			
<b>M.MC.00.11</b> demonstrate selected elements of relationship movement concepts with people (e.g., leading/following) in isolated settings.			
<b>Motor Skills and Movement Patterns: Motor Skills</b>			
<i><b>Non-Locomotor</b></i>			
<b>M.MS.00.01</b> demonstrate selected elements of non-locomotor skills of balancing, bending, rocking, rolling, swinging, jumping, and landing in isolated settings.			
<i><b>Locomotor</b></i>			
<b>M.MS.00.02</b> demonstrate selected elements of mature form of locomotor skills of walk and run in isolated settings.			
<i><b>Manipulative</b></i>			
<b>M.MS.00.03</b> demonstrate selected elements of mature form of manipulative skills of roll and underhand throw in isolated settings.			
<b>Motor Skills and Movement Patterns: Aquatics</b>			
<b>M.AQ.00.01</b> demonstrate selected elements of basic aquatic skills of front float and back float with flotation and instructor support in isolated settings.			
<b>M.AQ.00.02</b> demonstrate selected elements of safe water entry and exit with flotation and instructor support in isolated settings.			
<b>Motor Skills and Movement Patterns: Rhythmic Activities</b>			
<b>M.RA.00.01</b> demonstrate basic even and uneven rhythmic patterns.			

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<b>Content Knowledge: Feedback</b>			
<b>K.FB.00.01</b> use cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.			
<b>Content Knowledge: Movement Concepts</b>			
<b><i>Space Awareness</i></b>			
<b>K.MC.00.01</b> identify limited space awareness movement concepts for location (e.g., self-space and general space).			
<b>K.MC.00.02</b> identify limited space awareness movement concepts for directions (e.g., up/down and forward/backward).			
<b>K.MC.00.03</b> identify limited space awareness movement concepts for levels (e.g., low and high).			
<b>K.MC.00.04</b> identify selected space awareness movement concepts for pathways (e.g., straight and curved).			
<b>K.MC.00.05</b> identify selected space awareness movement concepts for extensions (e.g., large/small).			
<b><i>Effort</i></b>			
<b>K.MC.00.06</b> identify selected effort movement concepts for time (e.g., fast/slow).			
<b><i>Relationship</i></b>			
<b>K.MC.00.09</b> identify relationship movement concepts of body parts (e.g., round, narrow, wide, and symmetrical).			
<b>K.MC.00.10</b> identify selected relationship movement concepts of objects and/or people (e.g., over/under, on/off, and in front/behind).			
<b>K.MC.00.11</b> identify selected relationship movement concepts with people (e.g., leading/following).			

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<b>Content Knowledge: Motor Skills</b>			
<i><b>Non-Locomotor</b></i>			
<b>K.MS.00.01</b> identify selected critical elements of the following non-locomotor skills: balancing, bending, rocking, rolling, and swinging.			
<i><b>Locomotor</b></i>			
<b>K.MS.00.02</b> identify selected critical elements of the following locomotor skills: walk and jump.			
<i><b>Manipulative</b></i>			
<b>K.MS.00.03</b> identify selected elements of the following manipulative skills: roll and underhand throw.			
<b>Content Knowledge: Rhythmic Activities</b>			
<b>K.RA.00.01</b> identify basic rhythmic patterns (e.g., even and uneven).			
<b>Content Knowledge: Participation Inside/Outside of Physical Education</b>			
<b>K.PA.00.01</b> recognize varying types of physical activities.			
<b>Content Knowledge: Health-Related Fitness</b>			
<b>K.HR.00.01</b> identify one of the five components of health-related fitness.			
<b>Content Knowledge: Physical Activity and Nutrition</b>			
<b>K.AN.00.01</b> identify that physical activity can lead to increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping).			
<b>K.AN.00.02</b> identify that supporting body weight develops muscular strength and endurance (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) in selected activities.			

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<b>Fitness and Physical Activity: Participation During Physical Education</b>			
<b>A.PE.00.01</b> participate, at a moderate intensity level, in limited physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor and developmentally appropriate manipulative skills.			
<b>Fitness and Physical Activity: Participation Outside Physical Education</b>			
<b>A.PA.00.01</b> choose to participate, at a moderate intensity level, in limited physical activities that focus on skill building rather than on formal game structure, including a variety of locomotor activities and developmentally appropriate manipulative skills on a daily basis.			
<b>Fitness and Physical Activity: Health-Related Fitness</b>			
<b>A.HR.00.01</b> recognize one of the five components of health-related fitness.			
<b>Fitness and Physical Activity: Physical Activity and Nutrition</b>			
<b>A.AN.00.01</b> identify that physical activity can lead to increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping).			
<b>A.AN.00.02</b> support body weight, briefly, in selected activities (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) to develop muscular strength and endurance.			
<b>Personal/Social Behaviors and Values: Feedback</b>			
<b>B.FB.00.01</b> use limited cues from teachers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.			
<b>Personal/Social Behaviors and Values: Personal/Social Behaviors</b>			
<b>B.PS.00.01</b> exhibit behaviors which exemplify best effort, cooperation, and compassion with teacher prompting in isolated settings.			